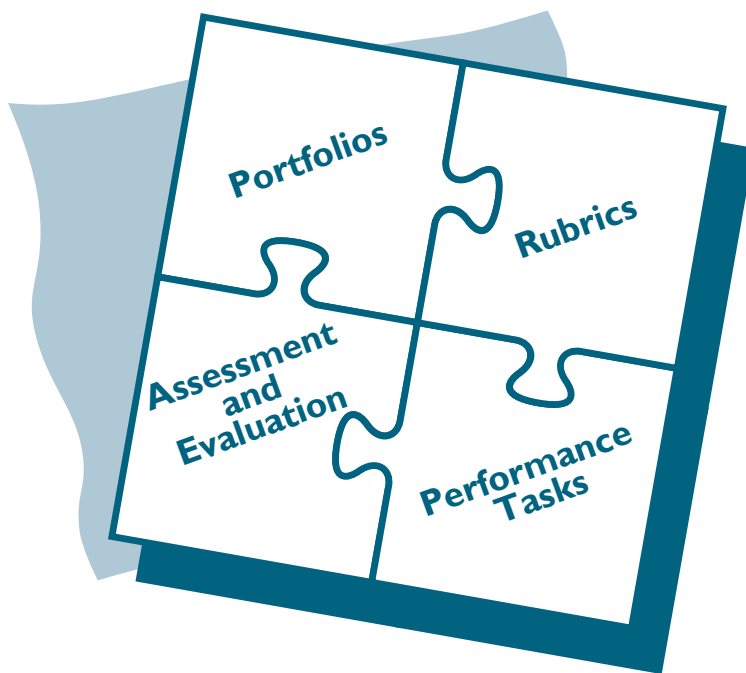




# Portfolios:

## More Than Just a File Folder

*Connecting the Pieces*



PRODUCED BY:

**Saskatchewan Professional  
Development Unit**

# Acknowledgements

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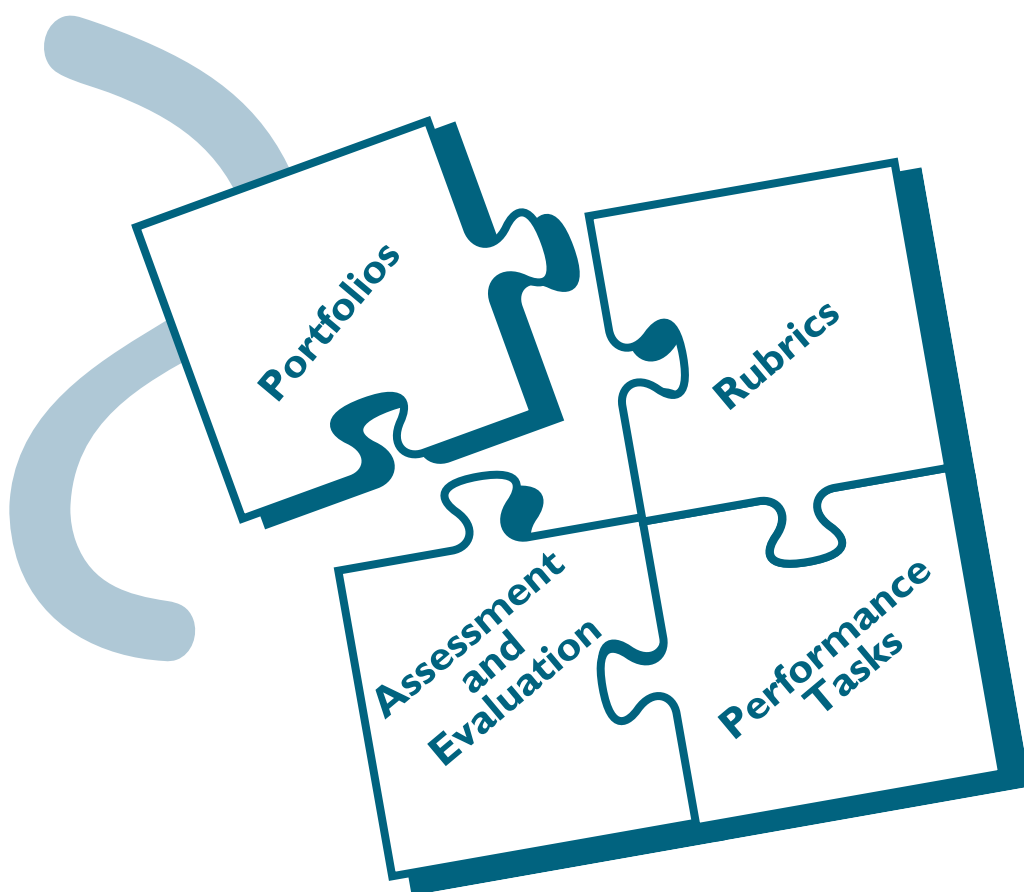
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# Introduction

This document has been written in response to teacher interest in gaining increased understanding of the use of a variety of assessment methods. Connecting the Pieces encompasses a series of three documents focused on assisting teachers in developing a repertoire of skills in authentic assessment: *Performance Assessments: A Wealth of Opportunities*; *Portfolios: More Than Just a File Folder*; and *Rubrics: When? Why? How?*

Each of the documents in the series is designed to present literature based information on the assessment method, provide a framework for assisting teachers in putting the topic into practice, and provide teachers with concrete examples of the method under discussion.

Throughout the document, teachers are invited to clarify their understandings and connect the ideas presented to their own practice. These opportunities are indicated by the puzzle piece graphic.



# What Is Portfolio Assessment?

Artists, architects, designers, and photographers have long been using portfolios as a means of demonstrating their particular skills and abilities as well as showcasing their accomplishments. In recent years, educators have come to realize the potential of portfolios in the process of student assessment and evaluation. For student assessment purposes, a portfolio can be defined as "a purposeful collection of student performances that exhibits a student's effort, progress and achievement over a period of time" (Hibbard et al, 1996, p. 188).

According to Stiggins (2001), a portfolio should tell the story of a student. Through the portfolio processes of collecting, selecting, organizing and reflecting, an individual is actively involved in constructing the story of her/himself as a student. The artifacts included in the portfolio demonstrate what that student knows and can do. These artifacts, collected over time, will provide an ongoing record of the student's accomplishments. Artifacts can include:

- Curriculum based work samples--writing, research, math problems, lab reports, art work, games, graphs, surveys
- Drawings
- Photos
- Audio tapes
- Self-evaluation
- Tests
- Web pages
- Performance assessment tasks
- Video tapes
- Peer evaluation
- Teacher anecdotal records/observation

There are a number of principles that guide the use of portfolios as an assessment tool. Teachers who want to utilize the portfolio process for assessment purposes must ensure that the portfolio:

- **is continuous and ongoing**--the value of a portfolio is its ability to show development over time.
- **is multidimensional**--the portfolio should contain a wide variety of artifacts demonstrating a number of different learning processes and a variety of different assessment tools.
- **is selective**--it is selecting artifacts for inclusion in the portfolio that is valuable, not the collecting alone.
- **is reflective**--it is through the process of reflection that students come to understand themselves as learners. Reflection is essential to the use of the portfolio in supporting learning.
- **has clearly defined criteria**--the criteria for the selection of artifacts and for assessing the portfolio must be clearly understood by the teacher and the students from the beginning of the process (Chriest & Maher, 2003; Wolf & Sui-Runyan, 1996).

It is the critical steps of selection and reflection that create the necessary conditions for the use of a portfolio as an assessment tool to support student learning. Through the provision of structures and guidelines to support the selection of artifacts, and the reflection on those artifacts, the portfolio becomes more than just a file folder of student work samples.

For me, a portfolio is.....



# Why Use Portfolios?

Interest in portfolio assessment has emerged as a result of changing beliefs about teaching and learning; as a response to issues of equity and diversity; and as a support for the empowerment of teachers and learners (Seely, 1994).

As beliefs about the constructive nature of learning have been embraced, there have been corresponding changes to assessment in order to align educational practices to those beliefs. Portfolios can capture and portray student progress toward the achievement of *all* the objectives in Saskatchewan curricula: knowledge, reasoning ability, skills, values, and the ability to create products. Portfolios provide a comprehensive picture of a student's accomplishments in a way that cannot be captured by tests alone. That is not to say that traditional assessment tools have no place in a portfolio, they do; however, they are only one of a variety of artifacts that can be included.

Another strength of portfolios is that they provide an avenue for *all* students to demonstrate what they know and can do. As research has accumulated about learning styles and multiple intelligences, educators have been searching for a variety of assessment tools that move beyond the traditional linguistic measures of achievement. Through the inclusion of visual and/or audio representations in portfolios, students can demonstrate their knowledge and skill in ways that correspond to their particular aptitudes and abilities. Collecting evidence of student achievement from multiple sources addresses the issue of validity, which may be called into question, when only one kind of tool is used to assess student learning. In addition, the open-ended nature of portfolios is responsive to the individual needs of students and can be readily adapted to respond to special needs students, ESL students, and advanced students.

Finally, portfolios give teachers and students the opportunity to make decisions about what will be assessed and how assessment will occur. As students collaborate with teachers about portfolio criteria and contents, reflect, and set learning goals, they are supported in developing a sense of responsibility for their own learning. Portfolios have the ability to build ownership, pride, and student confidence in their ability as learners (Hebert, 1998).

Portfolios provide information on student progress for teachers, students, and parents. Use of the portfolio in student-led conferences creates the conditions for a shared understanding of student abilities, areas for further development, and the supports needed to ensure continued student growth with respect to curricular objectives as well as the other goals of education.

Portfolio assessment truly is assessment *for* learning. As the student selects and reflects on the artifacts included in a portfolio, teachers have the opportunity to view and construct a picture of each student's knowledge and accomplishments. The teacher then uses this information to guide instructional decision-making for the individual student, groups of students, and/or the class as a whole. In this way, portfolios provide opportunities for the continuous integration of instruction and assessment.



As I think about assessment portfolios, what might be benefits for . . .

. . . me?

. . . students?

. . . parents?

What might be some possible challenges for . . .

. . . me?

. . . students?

. . . parents?



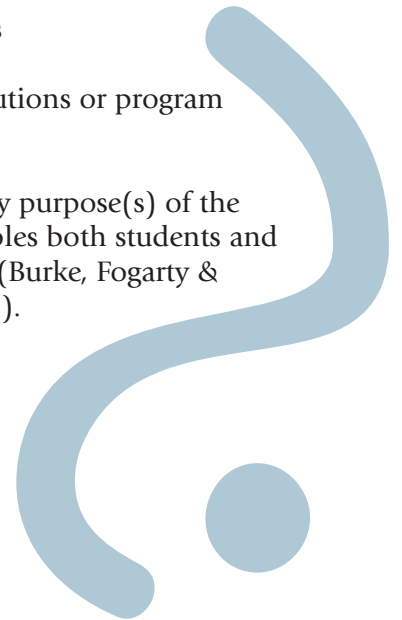
# What Are The Purposes Of Portfolios?

Portfolios can be used at all grade levels in all subject areas. The only limits to the use of portfolios are those imposed by imagination. However, there are some critical elements that must be attended to if any portfolio is to fulfill its potential. Before beginning a portfolio process, it is essential that there is shared understanding about its purpose. Virtually all of the other decisions with regard to format, contents, student reflections, and assessment tools will connect back to the purpose. The purpose will determine the type of portfolio and the artifacts you want students to include as well as the criteria on which those artifacts will be assessed. Clarity of purpose is the key in determining how to evaluate and how to use the portfolio.

What are some of the purposes of student portfolios?

- to promote student control of learning
- to track student progress
- to demonstrate individual growth
- to respond to individual needs
- to evaluate and report on student progress
- to facilitate student-led conferences
- to show process and product
- to show final products
- to show student achievement with respect to specific curricular goals
- to document achievement for alternative credit
- to accumulate "best work" for admission to other educational institutions or program
- for employment purposes

Some of these purposes may overlap, but it is essential to determine the primary purpose(s) of the portfolio before beginning. Determining the purpose provides a focus that enables both students and teachers to develop criteria for assessment, and select the artifacts for inclusion (Burke, Fogarty & Belgrad, 2002; Rolheiser, Bower & Stevahn, 2000; Sewell, Marczak, & Horn, n.d.).





# What Kind Of Portfolio Could I Use?

Determining your purpose(s) in using the portfolio will clarify the category of portfolio most effective in achieving that purpose. Although there are any number of different types of portfolios, most portfolios will fall into one of the following four categories:

- the showcase portfolio
- the growth portfolio
- the selected works portfolio
- the passportfolio (Sewell, 1994; Spandel & Culham, 1995)

Within each of these categories of portfolios, there are dozens of variations. The strength of portfolios is that they can respond to a variety of needs and abilities. You may find that for your purposes, you need to combine categories and may invent a category that is unique in responding to your needs and those of your students.

## The Showcase Portfolio

The intent of the showcase portfolio is to do just that, showcase the student's work. In general, it is a collection of artifacts that represent a student's best efforts. The showcase portfolio can be representative of student work in a particular subject area or in a number of different areas. This type of portfolio will often be used to represent work over a period of time such as a unit of study, or may follow a student throughout his/her academic career. In a showcase portfolio, the student is responsible for selecting most, if not all, of the artifacts to be included. You will want to use a showcase portfolio if you have determined that your primary purpose(s) is one of the following:

- to promote student control of learning
- to track student progress
- to respond to individual needs
- to facilitate student-led conferences

The showcase portfolio is a wonderful opportunity for a student to demonstrate his/her skills and abilities and can be foundational in a student-led conference; however, it does have limitations. In a showcase portfolio, there may be little evidence of the process by which the student went about achieving each of the final products included. In addition, because each portfolio will be a unique reflection of that individual student, the criteria for assessment will need to be relatively broad and holistic.

## The Growth Portfolio

As the name implies, the intent of the growth portfolio is to demonstrate growth in particular skills over time. Typically this type of portfolio is used within a single area such as a writing portfolio, a math portfolio, a social skills portfolio, etc. In order to demonstrate growth, the artifacts included must show a work in progress by including initial drafts and revisions, and typically include early, mid-term, and later samples of similar types of work. If the intent of the portfolio is to demonstrate the development of social skills, you would need to include artifacts such as self-assessments, video tape and/or observations from a number of intervals over a course of time. In a growth portfolio, student reflections would focus on what was learned during the process, what would/could be improved, and what next steps might be taken. The growth portfolio would be a good choice if your purpose is:

- to demonstrate individual growth
- to show process and product
- to evaluate and report on student progress

Just as with the showcase portfolio, there are some limitations to the growth portfolio. With this type of portfolio, it is critical that you have a clear focus from the onset in order to ensure that you and the students are collecting the evidence needed to indicate growth. Determining what information to collect is a little more complex as students and teachers choose the artifacts necessary to represent this growth.

## The Selected Works Portfolio

The selected works portfolio, like the showcase portfolio, is a collection of a student's best efforts. However, this type of portfolio is more teacher-directed than the showcase portfolio; students are instructed to include artifacts that respond to specific criteria determined by the teacher. Like the growth portfolio, these portfolios tend to be representative of work in a single area and as such will provide evidence of the achievement of the significant objectives in that curricular area. For example, a selected works portfolio in math may ask for artifacts which provide evidence of a student's ability to solve problems, to represent data in two ways, to recognize patterns, etc. The selected works portfolio can also include a variety of subject areas if the students are directed to select works that demonstrate their most significant learning, their most challenging work, their favourite work, etc. This type of portfolio will work best if your purpose is:

- to show process and product of work
- to evaluate and report on student progress
- to show student achievement with respect to specific curricular goals

The limitation to the selected works portfolios is that with this type of portfolio there tends to be less student autonomy as there are more restrictions about what can be included.

## The Passportfolio

The passportfolio provides evidence that a student has achieved a degree of competency in a particular area and is ready to move on to the next level of education. These portfolios can be focused on the particular skills necessary to obtain a specific educational or career goal. This type of portfolio can be used to determine readiness for placement in a post-secondary institution or for employment purposes. For those students involved in any performance-based vocational, technical, arts, or physical education programs, the passportfolio provides an alternative method of documenting progress toward the achievement of the skill objectives inherent in those subjects. The passportfolio would be used if your purpose is:

- to show student achievement with respect to specific curricular goals
- to accumulate "best work" for admission to other educational institutions or program
- to document achievement for alternative credit
- for employment purposes

The passportfolio has a more limited target and audience than the other portfolios and is most suited to secondary students as they contemplate future education and employment.



A course or subject area in which I can see myself using portfolio assessment is . . .

What are the central skills and product objectives outlined in the curriculum guide for this subject or course?

What type of portfolio would best suit those curricular requirements, the needs of my students, and my purposes in using a portfolio?

How might portfolio assessment support my teaching and student learning in that subject or course?



# How Do I Assess A Portfolio?

There are three possible levels of assessments within the portfolio process: the work samples selected, student reflection on those artifacts, and the portfolio itself. In order to attend to reliability issues in portfolio assessment, it is essential to have clearly articulated the criteria at each of these levels (Northwest Regional Educational Laboratory, 1992). It is essential that these criteria identify the skills and abilities to be demonstrated by the student at his/her particular grade level and reflect the valued objectives within a curriculum and a classroom. The criteria used in portfolio assessment can be formatted into a checklist, rating scale, or rubric.

## The Work Within the Portfolio

When assessing work within a portfolio, you will need to establish criteria that would commonly be used to define quality performances within a content or skill area. For example, if you are assessing a piece of writing within a portfolio, you might assess it using the following criteria: ideas, organization, voice, word choice, sentence fluency, and conventions (see Scoring Rubric for Writing on p.9). Each of these criteria would be clearly outlined and explained to students so they understand the component parts that indicate mastery of the particular criteria at their grade level. Each artifact included in the portfolio may be assessed using similar types of performance-based assessment tools--checklists, rating scales, or rubrics.

In order to ensure that the marking task does not overwhelm you, it is important to assess the individual artifacts prior to their inclusion in the portfolio. Or, you may choose to only assess the work within the portfolio and the student reflections, not the portfolio itself.



## Scoring Rubric for Writing

|                         | <b>4<br/>Strong</b>  | <b>3<br/>Competent</b>  | <b>2<br/>Developing</b>   | <b>1<br/>Emerging</b>   |
|-------------------------|--|---|---|---|
| <b>Ideas</b>            | <ul style="list-style-type: none"> <li>-clear and focused</li> <li>-holds reader's attention</li> <li>-relevant anecdotes and details enrich central theme</li> <li>-fresh, original treatment of ideas</li> </ul>   | <ul style="list-style-type: none"> <li>-writing is mainly focused</li> <li>-most information is relevant and supports the theme</li> <li>-provides main idea, but details are general or brief</li> </ul>                               | <ul style="list-style-type: none"> <li>-adequate but mundane treatment of ideas</li> <li>-some attempt at support or expansion, but key issues or story line not fleshed out or confused by irrelevant detail</li> <li>-all events assume equal importance</li> </ul> | <ul style="list-style-type: none"> <li>-information is limited or unclear or length is inadequate for development</li> <li>-text may be repetitious or disconnected, random thoughts</li> </ul>                                 |
| <b>Organization</b>     | <ul style="list-style-type: none"> <li>-order, structure of presentation or information is compelling and moves the reader through the text; flows smoothly</li> <li>-inviting introduction draws reader in; satisfying conclusion</li> <li>-thoughtful transitions</li> </ul> | <ul style="list-style-type: none"> <li>-structure moves reader through the text without confusion</li> <li>-introduction and conclusion are evident</li> <li>-provides connections between ideas and transitions are evident</li> </ul> | <ul style="list-style-type: none"> <li>-structure is confusing at times</li> <li>-may lack introduction or conclusion</li> <li>-connections between ideas may be fuzzy at times</li> </ul>  | <ul style="list-style-type: none"> <li>-writing lacks clear sense of direction; may be ideas strung together loosely</li> <li>-ineffective or nonexistent lead and conclusion</li> <li>-hard to determine main point</li> </ul> |
| <b>Voice</b>            | <ul style="list-style-type: none"> <li>-tone of writing is individual and engaging; appropriate to purpose and audience</li> <li>-writer has taken risks by revealing himself</li> <li>-commitment to the topic</li> </ul>   | <ul style="list-style-type: none"> <li>-writing is usually engaging</li> <li>-writer shows awareness of audience and purpose</li> </ul>   | <ul style="list-style-type: none"> <li>-writing is full of generalities rather than personal insights</li> <li>-tone may be pleasant, but "safe"</li> <li>-no individual perspective or sincerity is evident</li> </ul>   | <ul style="list-style-type: none"> <li>-style does not match audience or purpose</li> <li>-"monotone" writing; lifeless and risk-free</li> </ul>  |
| <b>Word Choice</b>      | <ul style="list-style-type: none"> <li>-powerful and engaging words carefully selected to convey the intended impression in a precise, interesting and natural way</li> <li>-phrases create pictures; linger in reader's mind</li> </ul>                                       | <ul style="list-style-type: none"> <li>-uses accurate, but general word choices that may include occasional errors in usage</li> <li>-uses a mix of precise and general verbs</li> <li>-some striking language is evident</li> </ul>    | <ul style="list-style-type: none"> <li>-words are adequate and correct; lack flair and originality</li> <li>-attempts at colorful language may go too far</li> <li>-passive verbs, mundane nouns, some adjectives and adverbs</li> </ul>                              | <ul style="list-style-type: none"> <li>-vocabulary may be vague and immature</li> <li>-often the language of "stream of consciousness" thinking</li> </ul>  |
| <b>Sentence Fluency</b> | <ul style="list-style-type: none"> <li>-writing has easy flow</li> <li>-sentences well-constructed with strong and varied structure</li> <li>-cadence invites oral reading</li> </ul>  | <ul style="list-style-type: none"> <li>-some flow in writing is evident</li> <li>-uses a variety of sentence beginnings, structures, and length</li> </ul>  | <ul style="list-style-type: none"> <li>-text seems more pleasant or businesslike than musical</li> <li>-sentences are generally correct with some variety in length and structure</li> </ul>  | <ul style="list-style-type: none"> <li>-sentences choppy or awkward</li> <li>-most sentences are simple in structure and begin the same way</li> </ul>  |
| <b>Conventions</b>      | <ul style="list-style-type: none"> <li>-writer demonstrates a good grasp of standard writing conventions</li> <li>-some minor errors</li> </ul>  | <ul style="list-style-type: none"> <li>-reasonable control over conventions</li> <li>-few errors are evident</li> </ul>   | <ul style="list-style-type: none"> <li>-some misspellings, errors in internal punctuation, attempted paragraphing</li> <li>-errors do not interfere with reading</li> </ul>   | <ul style="list-style-type: none"> <li>-frequent errors in conventions may interfere with reading</li> </ul>  |

(Adapted from Rog, 2001)

# Student Self-Reflection

It is the process of reflecting on the artifacts selected for inclusion in the portfolio that support student thinking about their learning as they identify areas of strength and sets goals for further growth. The reflective process can be initiated by providing students with a set of prompts such as: Why is this my best piece? What learning does this sample demonstrate? This piece was a challenge for me because...(Bower & Rolheiser, 2000).

Depending on the age of the students, you might consider using one of the following frameworks to support student learning.

## Retell, Relate, Reflect

|  |  |
|--|--|
| <b>Retell</b><br>Retell in your own words<br>Summarize the information<br>State the main idea<br>List the sequence of ideas<br>Point out details<br>Describe significant parts<br>Answer specific parts<br>Clarify information | <b>Related prompts may include</b><br>This was about ...<br>I noticed that ...<br>The most significant part was ...<br>A thought I especially liked was ...<br>I particularly liked, valued, or enjoyed ...<br>An idea that captured my interest was ...<br>Key words for me were ...<br>An idea that "sparkled" for me was ...  |
| <b>Relate</b><br>Make connections<br>Refer to personal experiences, books, media, issues, events, related topics, feelings<br>Compare<br>Contrast<br>Analyze<br>Give examples  | <b>Related prompts may include</b><br>This reminds me of ...<br>This makes me think of ...<br>Something I identify with is ...<br>It makes me feel ...<br>What I found especially meaningful or significant for me was ...   |
| <b>Reflect</b><br>Draw conclusions beyond the text or situation<br>Apply judgement<br>State opinions<br>Share insights and new understandings<br>Ask relevant questions<br>Give reasons for what you did                       | <b>Related prompts may include</b><br>Now I understand that ...<br>I think that ...<br>I wonder why or if ...<br>I realize now that ...<br>How ...?<br>A question raised in my mind is ...<br>Maybe ...<br>Something that you wrote that pushed my own thinking was ...<br>I learned that you ...<br>Thank you for reminding me how important it is to ...<br>An idea that "sparkled" for me was ... because ... |

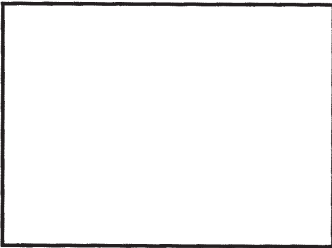
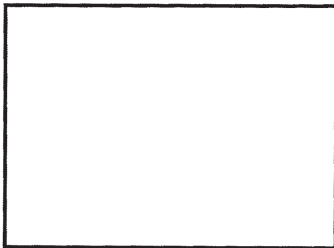
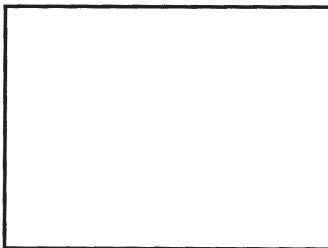
(Rolheiser, Bower& Stevahn, 2000, p. 47)

Name : \_\_\_\_\_ Date : \_\_\_\_\_

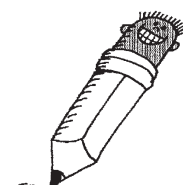
## Portfolio Selections

I chose  for my portfolio

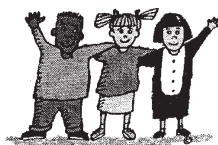
because it shows that...

|   |   |  |
|---|---|--|
|  |  |  |
| _____   | _____   | _____  |
| _____   | _____   | _____  |

Showing my learning ...



I wrote this



I worked with  
classmates



I used computers



I am proud of  
my learning



I did this for art



I used my time well



I communicated



I was creative



I asked questions



I listened



I read



It was hard,  
and I tried

(Adapted from Quebec English Schools Network, 2003)

The set of criteria on which student reflections will be assessed should support students as they reflect on both the processes and products of their learning. Criteria might include:

- the thoroughness of their analysis through the inclusion of details and evidence
- honesty of assessment
- evaluation of personal goals
- personal voice
- self-understanding/revelation
- statement of future goals
- quality of writing

An example of a rating scale for student reflection is provided; you may need to adapt or modify this scale to suit your students. This rating scale would be appropriate for students in middle years and in high school. A simpler checklist could be used for primary students based on completion of a reflection, awareness of the learning goals and understanding of progress toward those goals (see Student Reflection Checklist Grade 2 Portfolio on p.24).

### Student Reflection Rating Scale

| Scale:  | 4-Always | 3-Usually | 2-Occasionally | 1-Seldom      |
|---|----------|-----------|----------------|---------------|
| 1. Clear and careful link evident between reflection and artifact |          |           |                | 4---3---2---1 |
| 2. In-depth, insightful, and critical analysis of learning        |          |           |                | 4---3---2---1 |
| 3. Detailed examples, references, and connections provided        |          |           |                | 4---3---2---1 |
| 4. Honest, realistic self-assessment                              |          |           |                | 4---3---2---1 |
| 5. Evidence of progress toward achievement of goals               |          |           |                | 4---3---2---1 |
| 6. Future goals clearly outlined                                  |          |           |                | 4---3---2---1 |
| 7. Vivid impressions create a sense of connection with audience   |          |           |                | 4---3---2---1 |
| 8. Creative, effective use of language                            |          |           |                | 4---3---2---1 |
| 9. Appropriate use of grammar, spelling and punctuation           |          |           |                | 4---3---2---1 |

(Adapted from Salwierak, 2001)



# The Portfolio as a Whole

The criteria on which the portfolio itself will be assessed will relate directly back to the purpose(s) for the portfolio and may include additional organizational and selection criteria. The criteria for the portfolio should reflect those elements that you have determined are critical to the development of the portfolio.

You and your students might consider criteria such as:

- Organization
- Visual appeal
- Variety of artifacts
- Balance of process and product
- Achievement of specific curricular objectives
- Inclusion of all required elements
- Neatness
- Evidence of growth
- Evidence of positive attitude to learning
- Risk taking

Because criteria must be linked to the purpose for the portfolio as well as the type and the content guidelines that have been established, the assessment tool used can vary significantly. The following rubrics represent samples of assessment tools that could be used.

As I consider developing a portfolio for use in \_\_\_\_\_, what would I want to evaluate?

What criteria do I consider essential for....

- The work within that particular portfolio
- Student self-reflection
- The portfolio itself



What assessment tool would be best for the type of portfolio and also meet the needs of my students?

## Weighted Rubric for Portfolio

Student: \_\_\_\_\_ Subject: \_\_\_\_\_ Date: \_\_\_\_\_

Goal/Standard: \_\_\_\_\_

| Criteria                         | Indicators   | 4  | 3   | 2  | 1   | Score                          |
|----------------------------------|--|--|---|--|---|--------------------------------|
| <b>Form</b>                      | <ul style="list-style-type: none"> <li>Spelling</li> <li>Grammar</li> <li>Sentence Structure</li> </ul>                      | 0 errors and a high level of writing                       | 0 errors  | 1-2 errors   | 2-3 errors  | $\_\_ \times 3 = \_\_$<br>(12) |
| <b>Visual Appeal</b>             | <ul style="list-style-type: none"> <li>Cover</li> <li>Artwork</li> <li>Graphics</li> </ul>                                   | All 3 elements are creatively and visually appealing       | All 3 elements included                                 | Missing 1 element  | Missing 2 elements                                    | $\_\_ \times 4 = \_\_$<br>(16) |
| <b>Organization</b>              | <ul style="list-style-type: none"> <li>Completeness</li> <li>Timelines</li> <li>Table of Contents</li> </ul>                 | All 3 elements demonstrate high level of organization      | All 3 elements included                                 | Missing 1 element  | Missing 2 elements                                    | $\_\_ \times 5 = \_\_$<br>(20) |
| <b>Knowledge of Key Concepts</b> | <ul style="list-style-type: none"> <li>Key concepts</li> <li>Evidence of understanding</li> <li>Application</li> </ul>       | Evidence of ability to apply knowledge to new situations   | Evidence of high level of understanding of key concepts | Evidence of basic level of understanding of key concepts | Little evidence of key concepts included in portfolio | $\_\_ \times 6 = \_\_$<br>(24) |
| <b>Reflections</b>               | <ul style="list-style-type: none"> <li>One per piece</li> <li>Depth of reflection</li> <li>Ability to self-assess</li> </ul> | Reflections show insightfulness and ability to self-assess | Insightful reflections for each piece                   | Missing 1 reflection                                     | Missing 2 or more reflections                         | $\_\_ \times 7 = \_\_$<br>(28) |

Comments:

Scale

A=\_\_\_\_\_

B=\_\_\_\_\_

C=\_\_\_\_\_

D=\_\_\_\_\_

Final Score: \_\_\_\_\_  
100

Final Grade: \_\_\_\_\_

(Burke, Fogarty, Belgrad, 2002, p. 186)

## Portfolio Rubric

| Student:  |  | Subject:  |  | Date: |  |
|---|--|---|--|-------|--|
| <input type="checkbox"/> Self-Evaluation <input type="checkbox"/> Peer Evaluation <input type="checkbox"/> Teacher Evaluation |  |   |  |       |  |
| Criteria  | 3<br>Meets All<br>Requirements                                   | 2<br>Meets Most<br>Requirements                               | 1<br>Meets Some<br>Requirements                                      | Score |  |
| <b>A. Organization</b>  |  |   |  |       |  |
| 1. Completeness   | All entries are completed and organized correctly.               | All entries are completed according to directions.            | Some entries are missing or incomplete.                              |       |  |
| 2. Visual Appeal<br>(cover, graphics, artwork, layout)  | Key elements demonstrate creativity and style.                   | Key elements demonstrate originality.                         | Key elements are missing or elements meet minimum standards.         |       |  |
| 3. Format (spelling, punctuation, grammar, usage, typing)   | Entries demonstrate high level of usage and writing skills.      | Entries are error free.                                       | Entries contain several written or proofreading errors.              |       |  |
| Comments:   |  |   |  |       |  |
| <b>B. Evidence of Understanding</b>   |  |   |  |       |  |
| 1. Knowledge of Key Concepts  | Entries reflect evaluation and application.                      | Entries reflect analysis and synthesis.                       | Entries reflect recall and comprehension.                            |       |  |
| 2. Process  | Entries reflect advanced understanding and transfer.             | Entries reflect advanced understanding.                       | Entries reflect basic understanding.                                 |       |  |
| Comments:   |  |   |  |       |  |
| <b>C. Growth and Development</b>  |  |   |  |       |  |
| 1. Social Skills  | Entries demonstrate transfer of social skills to all class work. | Entries demonstrate active involvement in group activities.   | Entries demonstrate minimum use of listening, sharing, and teamwork. |       |  |
| 2. Problem Solving  | Entries demonstrate ability to solve problems creatively.        | Entries demonstrate ability to brainstorm possible solutions. | Entries demonstrate ability to identify problems.                    |       |  |
| Comments:   |  |   |  |       |  |
| <b>D. Metacognition</b>   |  |   |  |       |  |
| 1. Reflections  | Reflections provide evidence of insight and thoughtfulness.      | Reflections provide insight into student's feelings.          | Reflective pieces meet minimum requirements.                         |       |  |
| 2. Self-Assessment  | Self-assessment is based on reflection and rubric.               | Self-assessment is based on reflections.                      | Self-assessment meets minimum requirements.                          |       |  |
| 3. Goal Setting   | Goals are based on reflections and self-assessment.              | Goals are based on reflections.                               | Statement of goals meets minimum requirements.                       |       |  |
| Comments  |  |   |  |       |  |

(Burke, Fogarty, Belgrad, 2002, p. 184)

# What Can Be Included In A Portfolio?

The simple answer to this question is, just about anything! However, just as purpose determines the type of portfolio and the criteria for assessment, so does it drive the content to be included. In addition, you will also need to consider the age of the students and their experience in working with portfolios. Young students or students inexperienced with the portfolio process will need more support and perhaps more explicit guidelines as to what should be included.

Things to consider as you are developing guidelines for content:

- Number and kind of artifacts
- Work in progress and/or finished product
- Variety and types of samples
- Curricular objectives

If you are considering a subject specific portfolio, here are a few suggestions as to what could be included. Please note that many of these examples could be used in more than one subject area. This is not meant to be an exhaustive list, but merely a starting point.

## **Literacy Portfolios**

- Reading logs
- Journal entries
- Reader response
- Different genres of writing at different stages of development
- Teacher observations
- Tape recordings of readings
- Group projects
- Email

## **Math Portfolios**

- Completed puzzles
- Computer designs/programs
- Graphs
- Venn diagrams
- Demonstrations of problem solving processes
- Writing about math

## **Social Studies Portfolios**

- Diaries, letters, speeches
- Map and globe activities
- Pictures and drawings of historical events
- Slide shows

## **Science Portfolios**

- Observations
- Predictions
- Data collections
- Lab reports
- Performance assessment tasks
- Research
- Taped debates on issues
- Photo essays

## **Art Portfolios**

- Photographs
- Illustrations
- Posters, charts, pictures
- Storyboards
- Collages

(Burke, Fogarty, Belgrad, 2002; Seely, 1994)



As I consider developing a portfolio for use in \_\_\_\_\_



- What kind of artifacts could be included?
- What artifacts would reflect all of the curricular objectives—knowledge, reasoning, skills, products, and values?
- How many artifacts would be needed?
- Might I include work in progress, finished work or both? How?
- What samples from different curricula—math, English, social studies—might I include?
- What different types of samples—audio, video, written, art—might I include?

# How Do I Get Started?

Now that you have determined the purpose, the type of portfolio, the criteria you will use for assessment, and the guidelines for content, there are some organizational matters you will want to consider.

## **Portfolio containers/storage**

Which storage container would best suit your purpose and the needs of your students?

- File folders
- Accordion folders
- Binders
- Boxes
- Scrapbooks
- Computer disks

## **Teacher implementation process**

- Discuss the portfolio with students
- Develop criteria for assessment and the guidelines for content with students
- Provide copies of the assessment tools and content criteria to each student
- Set up the expectation for collection of **all** materials that might be relevant to the portfolio your students are developing
- Discuss the management of the portfolio system
  - use of index/table of contents
  - dating all materials
- Develop timelines
  - Set aside time on a regular basis for the selection of artifacts and for student reflection
  - Designate a time for portfolio sharing either through student-led conferences, at a portfolio night, or through a take home process
  - Designate timelines for evaluation of the portfolio
- Assess the portfolios

## **Student implementation process**

- Collect everything
- Select pieces regularly for inclusion
- Reflect on artifacts using the reflection tools provided
- Set learning goals
- Self-assess using the assessment tool provided
- Revise as needed
- Share portfolio with a parent, guardian, care partner, etc.
- Submit portfolios

## **Parental Involvement**

Informing parents about the portfolio process and inviting them to be a part of that process is an excellent way to share information. Portfolios provide an opportunity to develop and support the home/school connection. You will want to consider how you can best achieve these goals.

Many teachers using portfolios:

- Share criteria for assessment and guidelines for content with parents at a curriculum evening or through a letter,
- Provide opportunities for the sharing of portfolios, and
- Provide parents with a reflection tool to use when students share their portfolios. Examples are provided on p.19

### Parent Portfolio Reflection Sheet

Student's Name \_\_\_\_\_

As my child shared his/her portfolio...

- I was pleased to see:

- I noticed growth in:

- What I would like to see more of is:

### Parent Portfolio Reflection Sheet

As \_\_\_\_\_ shared his/her portfolio, what did you learn?

As your child shares his/her portfolio...

- Note areas of strength:

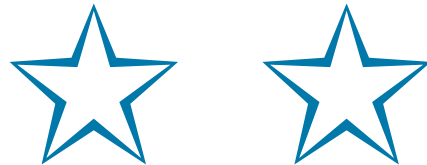
- Note areas for future development:

- Based on these observations, what future learning goals would you like to see in place?

### Parent Portfolio Reflection Sheet

Child's Name \_\_\_\_\_

- As your child shares his/her portfolio, what strengths are you noticing?



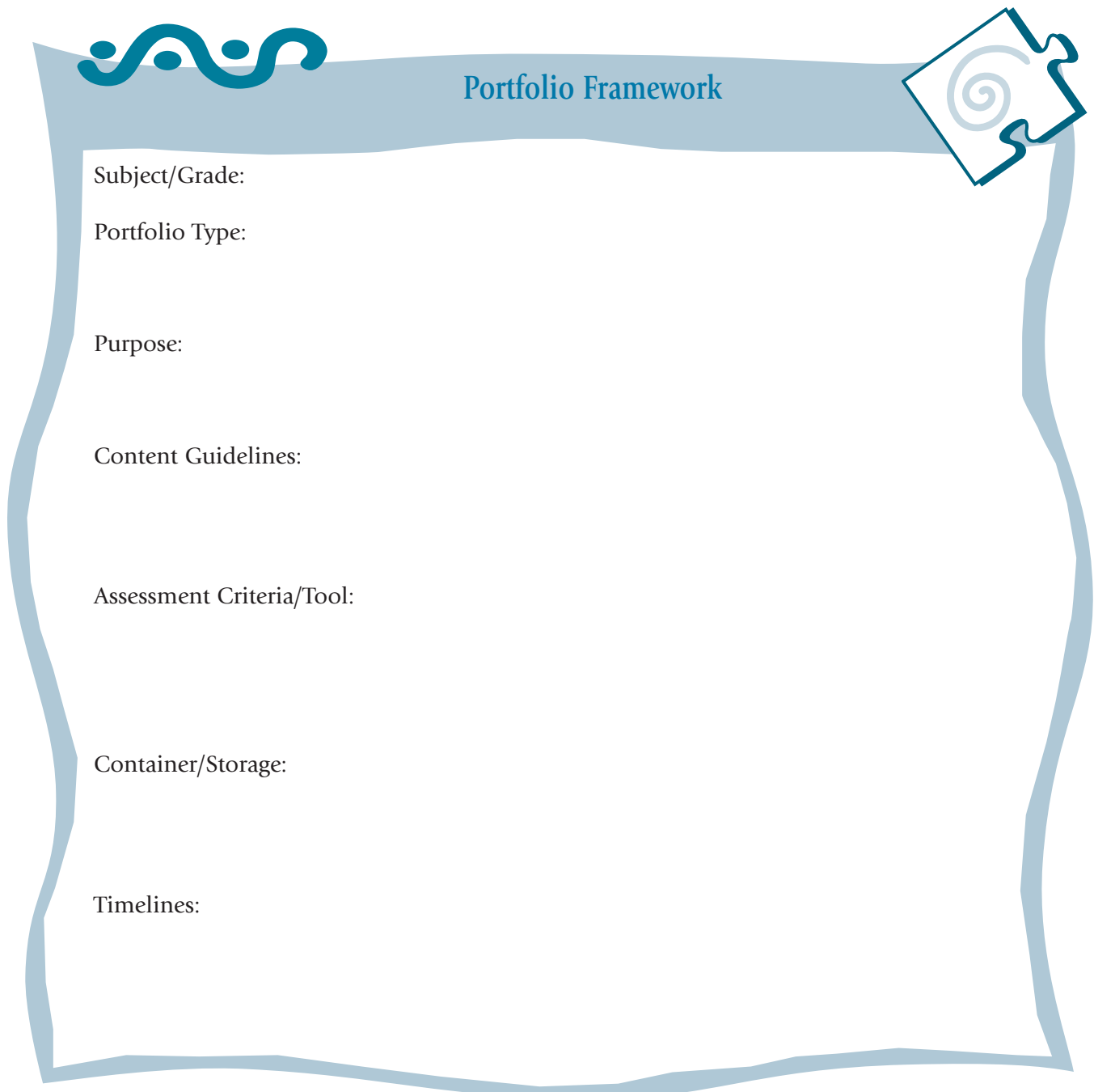
- What area do you notice might need further development?



# How Do I Develop A Portfolio?

There are as many different portfolios as there are types of classrooms. There is no right or wrong way to develop a portfolio; the “perfect” portfolio does not exist. It is a process you and your students will continuously revisit as you become more experienced with the process.

If you have been completing the reflective pieces as you interacted with this document, you have almost finished developing a portfolio for use in your classroom. If not, here is a design template you can use to develop a portfolio. Remember to consider the guidelines provided early. Your portfolio should be: ongoing, multidimensional, selective, reflective, and have clearly defined criteria. Samples of teacher-developed portfolios follow.



The template is a light blue rectangular area with a decorative, wavy border. At the top left, there is a dark blue wavy line. At the top right, there is a white puzzle piece with a blue spiral design. The title "Portfolio Framework" is centered at the top in a dark blue font. Below the title, there are seven labels for portfolio components, each followed by a large blank space for input:

- Subject/Grade:
- Portfolio Type:
- Purpose:
- Content Guidelines:
- Assessment Criteria/Tool:
- Container/Storage:
- Timelines:





## Grade Two Portfolio

**Portfolio Type:** Showcase Portfolio

**Purpose:**

- to facilitate student-led conferences through a presentation of best work
- to promote student control of learning
- to track student progress
- to respond to individual needs

**Content Guidelines:**

- Samples of best work in a variety of curricular areas
- A variety of different kinds of artifacts—written, audio, visual
- Primarily finished work, but some samples of work in process
- Samples from each month in the reporting period (ie. not all samples can be from November)
- Learning Goal and Reflection Sheet for 5 artifacts (provided on p.23)

Examples of what might be included in the portfolio:

**Language Arts**

- Writing sample including first draft, revisions, and finished product
- Photocopy of best entry in reading journal
- Audio tape of oral reading
- Poster depicting favourite character selected from reading log

**Math**

- Problem solving sample from Unit 1 on whole numbers
- Performance assessment task on collecting, organizing and displaying data
- Checklist (or other self-assessment) related to performance assessment

**Social Studies**

- Map of the neighbourhood
- Journal entry from neighbourhood walk or museum visit

**Art**

- 3-D model of a home
- Sample of your best use of texture or colour in art

**Science**

- Observation entry from special place visit in Habitat unit
- Chart on litter collected during litter collection project

**Assessment Criteria/Tools**

- Individual work will have been assessed prior to inclusion in the portfolio
- Student Reflection Checklist (provided on p.24)
- Portfolio Checklist (provided on p.24)

**Container:**

- Individually labeled large-sized cereal boxes stored on shelves in the classroom for collecting
- Binder for final portfolio

**Timelines:**

- All work will be collected in cereal boxes
- Weekly selection of best work, hole-punched and placed in binder, other work sent home
- Monthly—selection, reflection and organization
- Two weeks prior to end of reporting period—final selection, table of contents, pages numbered, cover completed
- Submitted for evaluation
- Share portfolios with parents at student-led conference
- Portfolios remain at school until end of year

How might this kind of portfolio fit into my subject area/grade level?

What modifications would I need to make before I could use this portfolio with my students?





## My Learning Goals

Goal 1:

Self-evaluation

This piece shows I learned to

Goal 2:

Self-evaluation

This piece shows I learned to

(Adapted from Quebec English Schools Network, 2003)



## Student Reflection Checklist Grade 2 Portfolio

|   | Yes   | No    |
|---|-------|-------|
| 1. Clear link between learning goal and artifact        | _____ | _____ |
| 2. Honest, realistic self-assessment                    | _____ | _____ |
| 3. Evidence of progress toward achievement of goals     | _____ | _____ |
| 4. All goal and reflection sheets are completed         | _____ | _____ |
| 5. Appropriate use of grammar, spelling and punctuation | _____ | _____ |

## Portfolio Checklist Grade 2

|   | Yes   | No    |
|---|-------|-------|
| 1. Organized—Table of Contents included, pages numbered             | _____ | _____ |
| 2. All artifacts are dated  | _____ | _____ |
| 3. Samples of best work in at least five different subject areas    | _____ | _____ |
| 4. A variety of different kinds of artifacts—written, audio, visual | _____ | _____ |
| 5. Primarily finished work, but some samples of work in process     | _____ | _____ |
| 6. Samples from each month in the reporting period                  | _____ | _____ |
| 7. Learning Goal and Reflection Sheet for 5 artifacts               | _____ | _____ |
| 8. Colourful cover with all required information                    | _____ | _____ |



# Grade Eight Writing Portfolio



**Portfolio Type:** Growth

**Purpose:**

- To demonstrate individual growth
- To show process and product of work
- To show student achievement with respect to writing objectives
- To evaluate and report on student progress

**Content Guidelines:**

- Writing samples from 4 different genre—fiction, biography, poetry, research, etc
- Writing samples must include prewriting, drafts, revisions and finished product
- Samples from beginning of term, mid-term, and end of term
- Writing Goal Sheet (provided on p.26)
- Student Reflection Sheets (provided on p.27)

**Assessment Criteria/Tools:**

- Individual work will have been assessed prior to inclusion in the portfolio using Scoring Rubric (Sample provided on p.28)
- Student Reflection Rating Scale (provided on p.12)
- Portfolio Rubric (provided on p.29)

**Container:**

- Writing folder for collecting
- Binder for final portfolio

**Timelines:**

- All work will be collected in writing folders
- Monthly selection, work hole-punched and placed in binder
- Two weeks prior to end of reporting period—final selection, reflection, and organization in binder
- Submitted for evaluation
- Share portfolios with parents as take home assignment—parents to complete parent reflection sheet (samples provided on p.19)
- Portfolios remain at school until end of year

How might this portfolio fit into my language arts curriculum?

What modifications would I need to make before I could use this portfolio with my students?





## My Goals

Name: \_\_\_\_\_

My goals this term in writing are...

•

•

•

What I will do to reach these goals is...

•

•

•

I will know I have reached these goals when...

•

•

•

End of Term Reflection on Goal Achievement:



## Student Reflection: Sample Self-Assessment

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

The attached portfolio item is (e.g., first draft, poetry, concept map).

This piece of work demonstrates that I can:

- |  |   |
|--|---|
| <input type="checkbox"/> take risks                | <input type="checkbox"/> support ideas with evidence or reasons       |
| <input type="checkbox"/> persevere                 | <input type="checkbox"/> organize related ideas                       |
| <input type="checkbox"/> collaborate               | <input type="checkbox"/> write using a variety of sentence structures |
| <input type="checkbox"/> use a writing process     | <input type="checkbox"/> use effective spelling strategies            |
| <input type="checkbox"/> participate in discussion | <input type="checkbox"/> self-edit                                    |
| <input type="checkbox"/> other: _____              |   |

Please notice:

Now I am planning to:

Student Signature: \_\_\_\_\_

(Saskatchewan Learning, 1997)



## Sample Analytic Scoring Rubric for a Written Composition

| Criteria   | 4 (Strong)   | 3 (Competent)   | 2 (Adequate)  | 1 (Developing)  |
|--|--|---|---|---|
| Criterion 1: Message Quality (Ideas and Development) | Message is clear, focused, and well developed. Ideas and details are relevant, fresh, and appropriate to message.  | Message is clear. Most ideas and details are relevant and appropriately developed.  | Message is communicated but the text needs a clearer focus or more development of ideas (i.e., details).  | Unclear focus; no elaboration of idea(s) (i.e., details) irrelevant or inappropriate content.   |
| Criterion 2: Coherence (Organization)                | Text is sufficiently and logically developed. Central idea is clear. Transitions are effective.  | The structure leads the reader through the text without confusion. The central idea is evident and logically developed. There is evidence of connections and transitions between ideas. | The structure may be confusing at times, but there is a recognizable introduction and conclusion. Central idea is not sufficiently or logically developed or connections between ideas may not always be clear.   | Text lacks a clear sense of direction or development. Ideas may be strung together loosely, there may be an ineffective or nonexistent introduction or conclusion, and it may be hard to determine main point or method of development. |
| Criterion 3: Language                                | Register and tone is appropriate and holds reader's attention. Fresh, imaginative language is used to create an image, make a point, or capture reader's interest. Sentences are well constructed and varied for emphasis or effect. Word choices are precise, interesting, and appropriate. | Register and tone is appropriate. Evidence of risk taking and creativity in use of language, which may result in occasional errors. Sentences are varied in length and structure.       | Register and tone is appropriate but not consistently used. Language tends to be more businesslike than engaging. Attempts are made to use language imaginatively. Sentences are generally correct with some variety in length and structure. Words are adequate, but lack flair and originality. | No evidence of awareness of intended reader. Flat and unimaginative language is used. Sentences are incomplete, run-on, or simple in structure. Word choices are vague and immature.  |
| Criterion 4: Language Conventions                    | Text adheres to accepted standards of format, usage, spelling, punctuation, and capitalization at developmental level. Some minor errors may be present.   | Text shows a reasonable control over conventions. A few errors may be present, but they do not interfere with meaning.  | Some errors are made in format, usage, spelling, punctuation, or capitalization that may interfere with meaning.  | Many errors in format, usage, spelling, punctuation, or capitalization make message difficult to understand.  |

(Adapted from Saskatchewan Learning, 2002)



## Writing Portfolio Rubric Grade 8

|                                   | 4 Excellent   | 3 Good   | 2 Fair  | 1 Poor  |
|-----------------------------------|---|--|---|---|
| <b>Writing Process</b>            | Student devotes a lot of time and effort to the writing process. Evidence of prewriting, drafting, revising and editing is present for each artifact.                         | Student devotes sufficient time and effort to the writing process. Evidence of prewriting, drafting, revising and editing is present for most artifacts.                 | Student devotes some time and effort to the writing process, but is not very thorough. Evidence of some prewriting, drafting, revising and editing present. | Student devotes little time and effort to the writing process. Limited evidence of prewriting, drafting, revising, or editing is present. |
| <b>Writing Purpose</b>            | Student demonstrates excellent ability to write for a variety of purposes--to express feelings and ideas, to explain, to report, to create personal and fictional narratives. | Student demonstrates good ability to write for a variety of purposes--to express feelings and ideas, to explain, to report, to create personal and fictional narratives. | Student demonstrates some ability to write for a limited number of purposes.  | Student demonstrates little understanding of the different purposes for writing.  |
| <b>Goals of Writing</b>           | Goals are clearly stated. Accurate understanding of how to achieve those goals.   | Goals are stated. Some understanding of how to achieve those goals.  | Some goals are stated. Little understanding of how to achieve those goals.  | One goal stated. No evidence of how to achieve that goal  |
| <b>Writing Samples</b>            | Writing samples included from 4 different genres.   | Writing samples included from 3 different genres.  | Writing samples included from 2 different genres.   | Writing samples included from 1 genre.  |
| <b>Portfolio Requirements Met</b> | Samples included from entire term. Reflection sheet completed for each artifact.  | Samples included from most of the term. Reflection sheet completed for most artifacts.   | Samples included from some of the term. Reflection sheet completed for some artifacts.  | Samples do not reflect work from the entire term. Limited number of reflection sheets.  |





# Grade Eleven Math Portfolio

**Portfolio Type:** Selected Works Portfolio

**Purpose:**

- To show process and product of work
- To evaluate and report on student progress in math
- Show student achievement with respect to specific curricular goals in math

**Content Guidelines:**

- Three quizzes
- Two unit tests
- One math project such as:
  - A mathematical slide show related to a Math 20 concept
  - Review of math sites applicable to Math 20 on the Internet
  - Car purchase plan including information from various sources on interest rates, payment schedules, length of loan, early pay-out options, etc
  - Student suggestion
- One Math journal entry related to each of the eight Math 20 units
- Two completed performance assessment tasks from Saskatchewan Learning Web site
  - <http://www.sasked.gov.sk.ca/k/pecs/ae/docs/plap/math/math2001/gr11tasks.pdf>
- Self-Assessment of Group Work Skills (provided on p.31)

**Assessment Criteria/Tools:**

- Individual work will have been assessed prior to inclusion in the portfolio
- Student Reflection Sheet (provided on p.32)
- Portfolio Rubric (provided on p.33)

**Container:**

- Large 3-ring binder for collecting
- 1" binder for final portfolio

**Timelines:**

- All work will be collected in 3" working binder
- Monthly selections placed in 1" portfolio binder
- Two weeks prior to end of reporting period—final selection, reflection, and organization in binder
- Submitted for evaluation
- Share portfolios with parents as take home assignment—parents to complete parent reflection sheet

How might this portfolio fit into my math curriculum?

What modifications would I need to make before I could use this portfolio with my students?



## Self-Assessment of Group Work Skills

| Name          | Topic |
|---------------|-------|
| Group Members | Date  |

**Circle the following on working within the group. Additional written responses may be included.**

|  |        |           |       |
|--|--------|-----------|-------|
| 1. I encouraged others.  | Seldom | Sometimes | Often |
| 2. I shared ideas and information.   | Seldom | Sometimes | Often |
| 3. I checked to make sure that others in the group knew what they were doing.                  | Seldom | Sometimes | Often |
| 4. I was willing to help others.   | Seldom | Sometimes | Often |
| 5. I accepted responsibility for completing the work properly and on time.                     | Seldom | Sometimes | Often |
| 6. I was willing to listen to others in the group.   | Seldom | Sometimes | Often |
| 7. I was willing to receive help from others in the group.                                     | Seldom | Sometimes | Often |
| 8. I offered encouragement and support to others in the group.                                 | Seldom | Sometimes | Often |
| 9. Others in the group shared ideas and information.   | Seldom | Sometimes | Often |
| 10. The group checked with the teacher to make sure we knew what we were supposed to be doing. | Seldom | Sometimes | Often |
| 11. All members of the group contributed equally to this project.                              | Seldom | Sometimes | Often |

**Answer the following questions about working in a group.**

12. How did you distribute the workload within your group?
13. What problems, if any, arose within your group?
14. What would you do differently next time?
15. How is working in a group different from working by yourself?

(Adapted from: Saskatchewan Education, 1991)





## Student Reflection Sheet Math 20

This three-part self-assessment is to be submitted in your portfolio. For each part, you will need to assign yourself a mark out 5 and justify this mark in a short, clearly written paragraph. Your reflection on each part must specifically refer to the work samples you have included in the portfolio. You may also refer to other work you have completed this term.

Evidence of positive attitude

/5

Effort and work ethic

/5

Understanding of Math 20 concepts

/10

(Adapted from Bentley, 2001)

## Portfolio Rubric

|                 |   |  |
|-----------------|---|--|
| Completeness    | 5 | All components of the portfolio are included in a neat, well organized fashion with a table of contents included.  |
|                 | 4 | All components of the portfolio are included.  |
|                 | 3 | Most components of the portfolio are included (1-2 missing items).   |
|                 | 2 | Several components of the portfolio are missing (3 missing items).   |
|                 | 1 | The portfolio is largely incomplete (more than 3 missing items).   |
|                 | 0 | The portfolio was not handed in.   |
| Self Evaluation | 5 | All components of self-evaluation are completed. Student shows clarity of thought and insight.   |
|                 | 4 | All components of self-evaluation are completed. Student responses show evidence of thought and careful consideration.   |
|                 | 3 | Most components of self-evaluation are completed or student responses show only some evidence of thought and careful consideration.  |
|                 | 2 | Several components of self-evaluation are missing or student responses show little evidence of thought and careful consideration.  |
|                 | 1 | The self-evaluation component is largely incomplete or student responses indicate little effort to complete the self-evaluation.   |
|                 | 0 | The self-evaluation component was not completed.   |
| Included Items  | 5 | Included portfolio items indicate an excellent level of work or a significant improvement throughout the term or a consistent effort to learn from previous evaluations (corrections completed for all materials, work re-done, etc.). |
|                 | 4 | Included portfolio items indicate a good level of work or an improvement throughout the term and an effort to learn from previous evaluations (corrections completed, work re-done for most materials).                                |
|                 | 3 | Included portfolio items indicate a satisfactory level of work or an improvement throughout the term and some effort to learn from previous evaluations (corrections completed, work re-done for several of the materials).            |
|                 | 2 | Included portfolio items indicate a satisfactory level of work or an improvement throughout the term and/or a minimal effort to learn from previous evaluations (corrections completed, work re-done for a few materials).             |
|                 | 1 | Included portfolio items indicate a poor level of work and/or no effort to learn from previous evaluations (corrections not completed, work not re-done).  |
|                 | 0 | There were no portfolio items included.  |

(Bentley, 2001)

# What Other Resources Might Be Helpful To Me?

Print resources available from the Stewart Resources Centre:

- Burke, K., Fogarty, R. & Belgrad, S. (2002). *The portfolio connection: Student work linked to standards*. Arlington Heights, IL: Skylight Professional Development

These authors offer practical advice and user-friendly strategies to develop and use portfolios. There are blackline masters provided as well as samples of student work.

- Jasmine, J. (1992). *Portfolio assessment for your whole language classroom*. Huntington Beach, CA: Teacher Created Materials, Inc.

This resource is designed to assist classroom teachers with utilizing portfolios in their language-arts program. An overview of authentic assessment is provided along with ideas and forms to help implement portfolios.

- Jasmine, J. (1993). *Portfolios and other assessments*. Huntington Beach, CA: Teacher Created Materials, Inc.

This resource provides dozens of blackline masters of assessment tools to be used in assessing performance assessments and portfolios. In addition, there are samples of student responses to performance assessments and models of portfolio entries. Suitable for K-Gr. 6.

- Spandel, V. & Culham, R. (1995). *Putting portfolio stories to work*. Portland, OR: Northwest Regional Educational Laboratory.

This video and facilitator guide provides an opportunity to learn about the use of portfolios in primary, elementary, and secondary classrooms. The video shows students collecting, selecting and reflecting as they create their portfolios.

## Internet resources:

Quebec English Schools Network

- <http://www.qesnrecit.qc.ca/portfolio/index.html>

This bilingual site provides many tools and resources to teachers and students working with the portfolio process. Includes information on digital portfolios, teacher portfolios, and a comprehensive bibliography.

Saskatchewan Learning Website

- <http://www.sasked.gov.sk.ca/P/rpl/index.html>

Saskatchewan Learning is currently in the process of developing a provincial online resource guide for portfolio development. This guide will be posted on the Web page in early 2004.

- <http://www.sasked.gov.sk.ca/docs/midlsoc/gr9/assess9.html>

This link provides a number of different assessment tools related to portfolios.

#### Teachervision.com Website

- <http://www.teachervision.com/lesson-plans/lesson-4533.html>

This site links to dozens of resources on portfolios and includes information on specific curricular areas, assessment tools, and professional portfolios.

#### Electronic Portfolio Resources

- <http://www.uvm.edu/~jmorris/ecresources.html>

Background information on how to build an electronic portfolio are provided on this site in addition to samples of student digital portfolios at a variety of grade levels, and links to free software for constructing electronic portfolios.

There are literally thousands of Internet sites devoted to developing, using, or displaying portfolios. Because sites disappear or move with alarming frequency, the most efficient way to access sites at your grade level or in a particular subject area is to conduct a search using a search engine such as Google or Yahoo. Use the search terms related to your areas of interest such as:

- Portfolio and “grade 3” and science.
- Portfolio and “high school” and English.



# Reference List

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